

Washington Rose Elementary School  
Mr. Braswell- Principal  
Mrs. Higgins- Assistant Principal

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**Math News...**  
**"Educating the Whole Child"**  
November 18, 2013

**FASTT Math:**

**85%** of the classes have taken the baseline assessment for FASTT math. It is important that we have **100%** of our classes (1-6) using FASTT math. Fluency is a critical part of Common Core. *FASTT Math* allows students to develop math fact fluency and automaticity. Please incorporate FASTT math in your daily routine. Thank you!

**Fluency: 8:15-8:40 Daily**

**What should I be doing during my fluency period?**

- Sprints 2-3 times per week (grades 1-6)
- Fluency activities outlined in the modules (K-6)
- Fluency activities aligned to my lesson [www.mathwire.com](http://www.mathwire.com)
- FASTT math

Remember: fluency activities are a quick review of skills taught

***Go Math- K-6***  
**Math Block- 1 hour**

**What should my math block look like?**

**1. Do Now- Problem of the Day (spiral review): 3-5 minutes**

- Students can work in pairs or individually
- Problems can be displayed on the screen and solved on the white board
- Go over as a group

**2. Whole Group: 20 minutes (25 max)**

- A. Engage- Access prior knowledge (recommend using the digital resource identified in the lesson)
- B. Teach and Talk- It is not always necessary to do both models
- C. Guided Practice-**Do I have to do all of the problems on the page? No. The most important problems are the Quick Check Problems.**

### **3. Differentiated Instruction: 20 minutes**

#### **Small group: students who got the Quick Check wrong**

Suggested interventions (choose the activity that best meets the learning style of your students)

- RTI activity- hands on
- Re-teach worksheet- paper and pencil
- Soar to Success -digital (aligned to the lesson)

\* Small group should be enrichment at least once a week. On the days that you are working with your enrichment students your struggling students can work on Soar to Success.

#### **What are my students doing when I am working with a group?**

#### **Students who got the Quick Check correct are working independently, in pairs or in groups**

Suggested activities

- Own your own (independent practice)- students do not have to complete all of the problems
- Grab and Go
- Vocabulary Center- (Can include language support activities for ELL)
- Math Leveled Readers- great way to integrate math and ELA
- Computer Center- Animated Math Models, Mega Math (aligned to the lesson), FASTT Math
- Math Journal- assign the journal writing from the previous lesson
- Fluency activities

### **4. Whole group: 10-15 minutes**

Real world problem solving

Complete at least 1-2 problems as a group. Modeling is important. Students can work in pairs and share their strategies with the class. Include the H.O.T. problems.

### **5. Exit ticket: 2-3 minutes**

Have students answer the essential question

### **6. Homework**

Homework should be differentiated. Options: Soar to Success (leveled intervention), re-teach, enrichment worksheets, and standard practice

*The Mission of the Roosevelt Union Free School District is to educate the Whole Child to excel; thereby, ensuring achievement for all...Failure is NOT an Option..*